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ABSTRACT

This report presents the design and results of two evaluation studies of Relevant Explorations in Active Learning (REAL), an instructional resource developed in the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. The first study was a users' review of REAL materials and the second, a report of the tryout of REAL as a resource at a residential treatment center for boys. The report summarizes the data collected about the use of REAL in terms of strengths and weaknesses of the materials. It also focuses on the effects of REAL participation on students and adults. It is stated that REAL consisted of several learning packages called Minipacs which contained information about a specific psycho-social topic and provided a variety of learning experiences and self-evaluation opportunities related to the topic. In the first section of this report, REAL is briefly described and the purpose of the evaluation is presented. The second and third sections describe procedures for the user review of REAL and the results of that review. The fourth section briefly summarizes the case study of the use or REAL at Spaulding Youth Center in Tilton, New Hampshire. The fifth section contains recommendations based upon the two evaluation studies. The appendixes include questionnaires, letters, information on similar systems, and the Spaulding Youth Center Study. A summary of this evaluation report is also included. (RC)

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RELEVANT EXPLORATIONS IN ACTIVE LEARNING (REAL) USERS' REVIEW AND CASE STUDY

Improving Teaching Competencies Program

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

TABLES v

PREFACE vii

ACKNOWLEDGMENTS ix

INTRODUCTION 1

- History of the Development of *REAL* 1
- Description of the System 2
- Goals of *REAL* 4
- Purpose of the Evaluation 5
- Evaluation Questions 6
- Audiences for the Technical Report 7

REVIEW PROCEDURES 9

- Review Design 9
- Subjects 10
- Review Agenda 11
- Instrumentation 13

RESULTS 17

- Readability, Adult Version 17
- Strengths and Weaknesses, Adult Version 17
- Readability, Student Version 19
- Strengths and Weaknesses, Student Version 19
- Purchasing 21
- Suggested *REAL* Participants 24
- Goals 24
- Systems Comparable to *REAL* 29
- Selected Reviewer Comments 30

SPAULDING YOUTH CENTER STUDY 31

RECOMMENDATIONS 37

- Recommendations to Potential Consumers 37
- Recommendations to the Publishers 38
- Recommendations to the Northwest Regional Educational Laboratory 39

APPENDICES 41

- Appendix A: Real Review Questionnaires 41
- Appendix B: Letters to Reviewers 63
- Appendix C: Systems Comparable to *REAL* 73
- Appendix D: Spaulding Youth Center Study 77

TABLES

Table 1: Background of *REAL* Reviewers 12

Table 2: Minipacs Chosen for Close Examination 14

Table 3: Number of Reviewers Versus Number of Minipacs Examined in Depth 14

Table 4: Ratings of Positive and Negative Characteristics of *REAL* By Reviewers 22

Table 5: Number of Reviewers Recommending Purchase of Specific Minipacs 23

Table 6: Number of Reviewers Recommending Purchase of Specified Quantities of Minipac Components at Specified Prices 25

Table 7: Goals for *REAL:* Adult Version 27

Table 8: Goals for *REAL:* Student Version 27

Table 9: Specific Goals for Staff Development Using *REAL* 28

Table 10: Specific Goals for Classes Using *REAL* 29

PREFACE

This publication is one of a series of technical evaluation reports issued by the Northwest Regional Educational Laboratory to document evaluation findings for selected products. The subject of this report is *Relevant Explorations in Active Learning (REAL)*, an instructional resource developed in the Improving Teaching Competencies Program.

This technical report presents the data collected about the use of *REAL* in terms of strengths and weaknesses of the materials. It also focuses on the effects of *REAL* participation on students and adults. Tnis information is primarily summative in nature; it includes perceptions of potential users concerning audiences as well as the strengths and weaknesses of *REAL* and an account of how *REAL* was used at a residential center for boys.

The report has been reviewed bv staff members of the Laboratory's Evaluation Coordination Unit. An institutional technical review also has been conducted by Laboratory specialists external to the Program.

Lawrence D. Fish
Executive Director

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INTRODUCTION

This user review and case study report of *Relevant Explorations in Active Learning (REAL)* has been written in fulfillment of the contractual agreements of the Improving Teaching Competencies Program (ITCP) of Northwest Regional Educational Laboratory (NWREL) with its funding agency National Institute of Education (NIE), particularly those agreements related to the development and evaluation of *REAL*.

This report presents the design and results of two evaluation studies. The first was a users' review of *REAL* materials and the second a report of the tryout of *REAL* as a resource at a residential treatment center for boys. The report contains five sections. In the first section *REAL* is briefly described and the purpose of the evaluation is presented. The second and third sections describe procedures for the user review of *REAL* and the results of that review. The fourth section briefly summarizes the case study of the use of *REAL* at Spaulding Youth Center (SYC) in Tilton, New Hampshire. The fifth section contains recommendations based upon the two evaluation studies.

HISTORY OF THE DEVELOPMENT OF *REAL*

Development of *REAL* began in school year 1971-72 with the Johnson-O'Malley Special Project, funded by the State Department of Education of Washington state. At that time prototypes of the first six Minipacs were created. In 1973 development of *REAL* began at NWREL. Set I was created that year, and work on Set II began in 1974. *REAL* was originally conceived as 52 comic book-like sets. As the system evolved, however, each topic was expanded to include both a variety of activities and a deeper consideration of the concepts involved. The project finally resulted in two

sets of seven Minipacs each with both student and adult versions. A resource manual was developed in September 1975 to accompany the Set I of Minipacs.

Beginning in 1973, *REAL* was used by the developers in several schools in the Portland area for testing and refinement of the materials. Extensive testing of both sets was conducted in 1974 and 1975. The materials were used with both students and adults in Portland and Eugene, Oregon; in Seattle, Tacoma, Kirkland and Vancouver, Washington; and in Newport Beach, California. In these studies participants completed one set of Minipacs. The evaluation looked for attitude and cognitive changes, necessary revisions in the material and teachers' attitudes toward *REAL*. Results from these studies are reported in Interim Reports I and II.[1]

DESCRIPTION OF THE SYSTEM

The work unit producing *Relevant Explorations in Active Learning (REAL)* had as its planned activities the design, development and evaluation of two sets of learning packages.[2] Each set consisted of seven learning packages called Minipacs. A Minipac contained information about a specific "psycho-social" topic and provided a variety of learning experiences and self-evaluation opportunities related to the topic.

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[1] Hiscox, Suzanne B. and Dale Rothlind. *Relevant Explorations in Active Learning (REAL) Set I, Interim Evaluation Report.* Portland, Oregon: Northwest Regional Educational Laboratory, 1975.
Hiscox, Suzanne B. and Dale Rothlind. *Relevant Explorations in Active Learning (REAL) Set II, Interim Evaluation Report.* Portland, Oregon: Northwest Regional Educational Laboratory, 1976.

[2] The *REAL* materials will not be marketed labeled, Set I and Set II. Instead, the fourteen Minipacs will each be available independently without any set notation.

It was designed to help learners discover their present ideas and behaviors in relation to the concepts or key ideas presented in the Minipac.

The Minipacs in Set I were titled: *Feeling Dumb, Getting the Meaning of the Message, Keeping Track of Time, Being Influenced, Being Helped, Being Praised* and *Identifying My Needs and Desires.* The Set II Minipacs were: *Why Learn Anything?, Keeping Open to Learning, Learning on Your Own, Letting Someone Teach You, Strategies for Learning, Knowing Your Own Learning Style* and *Learning by Confrontations.*

According to the developers, each Minipac was aimed at helping the participant understand and know what the self was becoming. This was to be accomplished through activities and content related to a particular psycho-social issue or dynamic which the developers believed to be confronted to some degree by all people at some time in their lives. Minipacs were intended to reorient participants' interpretation and perceived meaningfulness of commonly experienced events.

Both adult and student versions of each Minipac were developed. The content and activities in the two versions differed in order to make them appropriate for the audiences. Individual and group versions of the student and adult Minipacs also existed. That is, there were four versions of each Minipac: student individual, student group, adult individual and adult group. Components of the Minipacs varied across the four versions. A description of the components found in each Minipac follows:

Directions

The directions booklet contained a sequence of activities, some of which directed the participant to the other booklets in the Minipac.

Key Ideas Booklet

This booklet briefly presented the Minipac topic in terms of important psycho-social ideas related to the Minipac topic.

Key Ideas Sheet

As a reference for participants in working through the Minipac, this paper listed the key ideas discussed in the Key Ideas Booklet.

Audio Cassette[3]

The tape contained interviews, confrontations, fantasies and music illustrative of the key ideas as they appear in human experiences.

Search Booklets

There were two Search Booklets in each Set I Minipac. In Search I, participants defined and reacted to the topic. In Search II, the participant recalled past experiences in analyzing his/her reactions to the topic. In Set II, both searches were combined into one booklet.

REAL may be used by high school students as well as elementary and secondary school educational staff, including teachers, administrators, counselors and paraprofessionals. Student versions may form part of a classroom curriculum or act as counseling and guidance materials. For staff, *REAL* was designed for use in inservice workshops or individual exploration. *REAL* was intended to be used as a resource for both teachers and staff development personnel.

GOALS OF *REAL*

The general goals of *REAL* were as follows. The goals pertained to both student and adult materials in Set I and Set II.

[3]Audiotapes will not be available in the published form.

The participants will:

1. Relate key ideas about psycho-social issues to perceptions of self as a learner (self-awareness), incorporating the key ideas of the Minipac in personal plans or objectives; they will specify how the key ideas of a Minipac relate to current needs, concerns or problems.

2. Increase self-management skills and awareness regarding the self as a learner. Examples include:

   a. Specifying strategies or processes used to apply Minipac skills to learning situations

   b. Specifying criteria when making choices among strategies or processes to utilize in a learning situation

   c. Analyzing learning incidents in terms of the specific strategies and choices involved in the incident

3. Derive new information about the self in terms of attitudes toward learning, their own needs and their ability to relate to peers.

PURPOSE OF THE EVALUATION

REAL was originally scheduled for completion in November 1976. However, funding for the program was cancelled in 1975, necessitating earlier completion of the system. Because of the limitation of time and the resulting loss of funding for *REAL*, as well as information gathered during the interim phase of testing, it was decided that the best purpose for the evalution would be to determine how the product, as it existed, might be used by potential consumers.

The evaluation of the *REAL* system served two main purposes: to determine whether people would use *REAL* (the student version in the classroom or in counseling situations and the adult version in staff development plans) and to see how *REAL* might be adapted to meet the needs of a specific user population (the Spaulding Youth Center study). To meet those purposes two means were employed: a review of the

materials by potential users of the system and a field test of the materials at Spaulding Youth Center in Tilton, New Hampshire.

EVALUATION QUESTIONS

Individual questions for this evaluation were intended to facilitate marketing and use of the system. Accordingly, a major question involved the specific uses of the materials in a particular situation. Earlier testing of *REAL* had allowed minimal intervention or revision by teachers. The evaluator felt that users would want specific examples of adaptation of the material and users' reactions to *REAL* as a resource.

Other evaluation questions were derived from an earlier expert review of *Interpersonal Influence*, another ITCP product.[4] The expert review questions had been developed in cooperation with the NWREL Office of Dissemination and Installation, based upon judgments made by that office concerning information needs of consumers and publishers. The following specific questions were addressed in the evaluation:

1. Do potential consumers indicate that they would buy the materials? If they were buying Minipacs for the classroom, what components do potential consumers indicate they would purchase? In what quantity?

2. How might teachers use Minipacs? For what purpose? How do they feel they would incorporate them into lesson plans? How comfortable do they think they would feel using Minipacs?

3. Who are the most likely participants in a school or staff development situation?

4. Do potential users feel that the Resource Manual[5] facilitates the use of Minipacs?

5. What are the apparent strengths of the Minipacs as resources?

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[4]Hiscox, Suzanne B., Pamela J. Cutting and Catherine A. George. *Interpersonal Influence Field Test, Impact Study and Expert Review.* Portland, Oregon: Northwest Regional Educational Laboratory, 1976.

[5]The Resource Manual will not be available in the published form.

6. What are the apparent weaknesses of the Minipacs as resources?

7. How are the Minipacs being used as a resource in a residential school with boys of varying ages? How are they revised? How well do they work with this sample?

AUDIENCES FOR THE TECHNICAL REPORT

The information from this evaluation will be addressed to four audiences: (a) the National Institute of Education (NIE) as the funding agency of ITCP for monitoring purposes. (b) potential consumers of *REAL* (such as school districts, teachers and staff development personnel) to show how one institution (SYC) used *REAL* and to present potential consumers' opinions about *REAL*, (c) the Northwest Regional Educational Laboratory to determine the possible usefulness and marketability of *REAL*, and (d) the publishers of *REAL* for revisions, publication format ideas and market information.

REVIEW PROCEDURES

This section of the report presents the design of the review, subjects used in the review, instrumentation for the review and the procedures used in the review.

REVIEW DESIGN

The user review was designed to obtain opinions about *REAL* from potential consumers of the materials. The student versions of *REAL* were supposedly developed for use in high school classes or counseling. High school counselors and teachers, particularly teachers of nontechnical courses, were assumed to be the most likely users of *REAL*. They were also assumed to be the people who would recommend purchase of specific materials for their classes.

Little information was available concerning potential consumers of the adult materials. In previous testing of *REAL*, adult workshops were offered by NWREL and sponsored by either NWREL, a school, or a state board of education. NWREL is not a potential consumer of the system, however. Since *REAL* was designed for use in staff-development activities, potential consumers were assumed to be people with decision-making authority on staff development acitivites. On the basis of this assumption, school principals or school personnel involved in staff development activities were assumed to be appropriate reviewers.

The evaluation design required the recruitment of thirty reviewers from each of three cities. Reviewers would receive both sets of *REAL* Minipacs (14 Minipacs) for their cooperation. Since reviewers were to receive no money and since no money was originally budgeted for release time for the reviewers, 4-hour reviews were suggested for Saturdays in

September and October. These 4-hour reviews were chosen both to increase the chances of obtaining reviewers and to allow enough time for reviewers to gain some familiarity with the Minipacs. To simplify the process, student Minipacs would be reviewed in the morning, adult Minipacs in the afternoon.

Reviewers, whose names were to be randomly selected from appropriate mailing lists, would receive letters asking them to participate in the review and return postcards indicating their willingness or inability to review *REAL*. Telephone followups of nonrespondents were planned.

SUBJECTS

Six groups of subjects from three locations were solicited to participate in the field test review of *REAL*. From each of the three sites (Portland, Oregon; Salt Lake City, Utah; and Honolulu, Hawaii) principals were asked to review the adult Minipacs or send someone from their staff concerned with staff development to examine them. Teachers and counselors in secondary schools were invited to review the student version.

For each site a listing of principals, secondary teachers and counselors in public schools was obtained. Since Honolulu has a number of private schools, principals and counselors (a list of teachers was not available) from those schools were included. Tables of random numbers were used to select the potential participants. Letters requesting persons to participate in the review were sent to 30 principals and 70 teachers and counselors (combined) at each site. At this time, reviewers were offered an honorarium of $30.00 and one complete set of Minipacs. The mailings to Portland and Honolulu included a letter, an information sheet about *REAL* and a return postcard indicating their decision.

Because of the short response time allowed Salt Lake City respondents, they were asked to telephone collect to the system evaluators to indicate whether or not they would participate as reviewers.

The letter sent out to Portland school personnel originally promised both sets of Minipacs for their participation. Due to the lack of response, it was decided to offer the participants a $30.00 honorarium and one set of Minipacs to help equalize costs. The reviewers were notified by telephone of the change, and an additional ten persons from each group (teachers, counselors and principals) were selected and asked to participate. Copies of the letters and the information sheet are included in Appendix B.

The Portland review, held at NWREL on September 13, 1975, involved eleven reviewers of the student materials and eight reviewers of the adult version. The Salt Lake City review, held in a motel conference room on September 27, 1975, involved fourteen reviewers of the student Minipacs and ten reviewers of the adult materials. Twenty-four persons examined the student materials, and seven reviewed the adult materials in the Honolulu review held October 4, 1975, in a Waikiki hotel conference room.

The background of the reviewers from all three sites, including their present position and familiarity with NWREL programs, is presented in Table 1.

REVIEW AGENDA

At the beginning of each review session, the evaluators briefly described the history and purpose of NWREL and ITCP. Reviewers were given pamphlets describing NWREL and its products and publications. After a short introduction of *REAL*, the evaluators explained that the

Table 1

Background of *REAL* Reviewers

Responses	Number of Participants	
	Adult Version N=25	Student Version N=49
Position[a]		
Principal	10	0
Vice-Principal	2	0
Teacher	10	34
Counselor	1	25
Other	5	2
Teacher's Subject Areas		
Social Science	0	10
Language Arts	1	7
Foreign Languages	0	5
Business	0	3
Math/Science	1	2
Elementary Grades	4	0
Other	0	6
Special Education	3	1
NWREL System Previously Attended[b]		
Curriculum Course Goals	3	0
Group Process Skills	2	0
Research Utilizing Problem Solving	1	0
Interpersonal Influence	2	0
Interpersonal Communication	1	1
Systematic and Objective Analysis of Instruction	2	0
Facilitating Inquiry in the Classroom	0	1
System Approach For Education	0	1

[a]Some reviewers filled dual roles, e.g., teacher and counselor.

[b]Two participants had attended three NWREL systems previously; two had attended two; other respondents each attended one system workshop.

reviewers were to skim the Resource Manual and all of the Minipacs. They were then to choose for closer examination any two Minipacs that interested them and to complete the questionnaires.

Reviewers of both levels of materials (student level from 9:00 a.m. to 1:00 p.m. and adult level from 1:00 p.m. to 5:00 p.m.) were given the following schedule: 15 minutes for introduction of NWREL and the system, 45 minutes to skim the Resource Manual, 90 minutes to skim all of the Minipacs, 60 minutes to carefully examine the two they selected, and 30 minutes to complete the questionnaire. The only portion of the schedule that seemed to cause problems was the time allotted for skimming all of the Minipacs. Fourteen reviewers reported that they did not have time to skim all the Minipacs. However, all reviewers indicated that they had carefully studied at least two Minipacs.

The Minipacs chosen for close examination are listed in Table 2. Since some reviewers examined more than two Minipacs, the entries in the table do not add up to twice the number of reviewers. The distribution of reviewers examining two or more Minipacs is presented in Table 3.

INSTRUMENTATION

Two questionnaires were developed for the users' review of *REAL:* one for reviewers of the student materials and one for reviewers of the adult materials. The quesionnaires, included in Appendix A, were developed by two evaluators in the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory. The *REAL* review questionnaires were patterned after the instruments used in the expert review of *Interpersonal Influence,* another ITCP instructional system. The instruments were developed by the program evaluators, then reviewed by the director of dissemination and installation services. After further

Table 2

Minipacs Chosen for Close Examination

Minipac Title	Adult Version Reviewers N=25	Student Version Reviewers N=49
Being Influenced	4	12
Getting the Meaning of the Message	5	5
Keeping Track of Time	6	7
Being Helped	2	3
Feeling Dumb	6	20
Being Praised	8	7
Identifying My Needs & Desires	4	9
Why Learn Anything?	6	5
Keeping Open to Learning	2	7
Learning on Your Own	7	9
Letting Someone Teach You	2	6
Strategies for Learning	4	5
Knowing Your Own Learning Style	2	5
Learning By Confrontation	2	17

Table 3

Number of Reviewers Versus Number of Minipacs Examined in Depth

Number of Reviewers	Number of Minipacs Examined			
	2	3	4	5
Adult Version Reviewers N=25	18	5	1	1
Student Version Reviewers N=49	39	4	3	3

review by ITCP personnel, they were submitted to the Office of Research and Evaluation Services for final approval and clearance.

Both questionnaires asked about the reviewers' positions, their familiarity with instructional systems or materials developed by NWREL and their familiarity with instructional systems comparable to *REAL*. The instruments also solicited specific comments about the strengths and weaknesses of *REAL*, the readability of the materials and suggested changes. The reviewers were asked to hypothesize a goal (for reviewers of the adult materials, a staff development goal; for reviewers of the student materials, a class goal) and to indicate how they might use *REAL* Minipacs to meet it. One question asked reviewers to specify which of the Minipacs they would recommend their school or district to purchase; another marketing-directed question concerned price as it would affect quantity purchased. Two pages of each questionnaire were to be completed by those reviewers who would not recommend the purchase of Minipacs for their school or district. Those questions dealth with the specific problems the reviewers saw in the Minipacs, the changes suggested and any situations in which they thought *REAL* would be useful.

RESULTS

In this section of the report only comments made by two or more respondents are presented. Following each comment, in parentheses, is the number of reviewers making that comment. Comments made by only one reviewer are not included in order to eliminate the presentation of idiosyncratic opinions.

READABILITY, ADULT VERSION

Reviewers were asked to comment on the readability of the Minipacs, specifically in terms of the vocabulary and the appropriateness of the writing style. Of the 25 reviewers of the adult materials, 23 found the Minipacs "generally easy to read and understand" and 2 reviewers thought they were "somewhat difficult to read and understand." The greatest number of specific criticisms of the materials referred to the vocabulary and jargon in the text (7 reviewers). Three persons thought it was aimed too much at senior high school staffs, two said that the format of the Minipacs and/or the Resource Manual made reading difficult and three persons said there was not enough time allowed during the review to determine problems.

STRENGTHS AND WEAKNESSES, ADULT VERSION

The questionnaire used for the review required participants to comment on the strengths and weaknesses of *REAL* in specific areas: appropriateness of content for staff, amount of interest to staff, material's structure and format of the Minipacs (including ease of use) and probable effects on staff. In this section, comments made by at least two reviewers are listed. The number of reviewers making the comment is indicated in parentheses after each comment.

Appropriateness of Content for Staff

Reviewers of the system saw the materials as highly appropriate (5); good (5) and well-organized (2). The perceived weaknesses were: the materials are too general (2); and it takes too long to complete them (2).

Amount of Interest to Staff

Strengths in terms of interest included: the Minipacs should be of high interest to staff members (9); they have "human interest" (3). However, reviewers thought that much of the interest depended on the perceived need of the learner (4). Some reviewers felt that the Minipacs labeled for both students and adults were too general.

Material's Structure and Format of the Minipacs

Reviewers rated the structure as good (5) and found the materials easy to follow (5). Comments regarding the weaknesses of the Minipacs' structure included: it would be better if the materials were combined into one volume (5) or if all the group materials were in one volume and all the individual materials were in another (2).

Usefulness of the Resource Manual

Reviewers thought that the manual was useful (8) and very inclusive (2). The perceived weaknesses of the manual include: it is the "poorest part of the program" (5); and it is "redundant and tedious to read" (4).

Probable Effects on Staff

Comments regarding the probable effects of the system included: the Minipacs help to develop insights into one's own and others' feelings (9) and to improve communication skills (2); as well as to promote staff cohesiveness and group growth (2). However, reviewers saw the materials as requiring a high degree of self-motivation; or as not motivating (5).

READABILITY, STUDENT VERSION

Of the 49 reviewers of the student version of *REAL*, 33 found the Minipacs "generally easy to read and understand"; 11 thought they were "somewhat difficult to read and understand": and one reviewer judged them "very difficult to read and understand." Four reviewers did not respond. Most of the criticisms were directed at the vocabulary and jargon in the text (16 reviewers). Other specific difficulties encountered were: students would have to be highly motivated and self-disciplined (5); the materials would be best for senior high students (4); many students who need the activities presented in *REAL* don't like to read and write (2) and there should be more illustrations in the activity books (2).

STRENGTHS AND WEAKNESSES, STUDENT VERSION

Reviewers of the *REAL* materials were asked to evaluate the system's strengths and weaknesses in the following areas: appropriateness of content for students, amount of interest to students, material's structure and format of the Minipacs (including ease of use), usefulness of Resource Manual (including adequacy of indexing, ease of use) and probable effects on students.

Appropriateness of Content for Students

Comments regarding *REAL*'s appropriateness included: the system is realistic and relevant (24); it increases self-awareness (3). Weaknesses were: it is too structured (2); *REAL* is better for older students--senior or posthigh school (2); Set I is too elementary for high school, and Set II is too intellectual (3).

Amount of Interest to Students

The reviewers rated the interest level as follows: very high interest, there are up-to-date and needed materials (17); the materials are good for students who are already interested (5); it has a good approach (4); the art work, photographs and graphics are excellent. Reviewers saw the main weaknesses of the system (concerning the interest to students) as: the length of time it takes to complete a Minipac (3); some of the titles are too academic and uninteresting (3); the materials are too difficult for slower students (3).

Material's Structure and Format of the Minipacs

Reviewers made the following comments about the structure and format of the Minipacs: the materials are inclusive, well-planned and the instructions are clear (14); Minipacs are easy to use (5) and flexible (3). The perceived weaknesses of the format include: the system is too bulky; there are too many packets (13); there are too many "consumables" (7); the directions are too complicated or unclear (6). The major change suggested was to put all of the Minipacs into one book, rather than several packets (9).

Usefulness of the Resource Manual

Reviewers saw the strengths of the Resource Manual as follows: it is well-organized, easy to use (7), and helpful (4). Comments regarding the weaknesses of the Resource Manual included: the manual is time-consuming, confusing (7) and redundant (5); it is unnecessary to the program (11).

Probable Effects on Students

The majority of the comments dealing with probable effects concerned students' personal growth and their increased social and self-awareness (14).

Other comments about the strengths of the system included: the effects depend upon each individual (4); group growth and the classroom's atmosphere would improve (3); communication skills should improve (2); *REAL* would generate discussion (2); there should be more openness to learning outside the classroom (2). Perceived weaknesses were: the system may turn off low-achievers (2); there need to be more indepth materials and some kind of followup (4).

PURCHASING

Reviewers of both levels of materials were asked whether they would recommend the purchase of at least one Minipac and what characteristics of *REAL* led to such a decision. They were also asked which Minipacs they would purchase and with whom they would use them. Finally, they were asked to specify how many copies of each Minipac component they would recommend for purchase at specified prices.

Of all the reviewers of both levels of materials, only one reviewer (adult materials) would not recommend purchase of at least one of the Minipacs.

Reviewers saw the emphasis upon self-awareness as the most positive characteristic of the system (19 adult, 42 student). Other highly rated aspects were: the flexibility of *REAL* (17 adult, 40 student); the group versus individual approach (15 adult, 39 student) and the emphasis upon everyday psycho-social concepts (16 adult, 38 student). The full tally of results is presented in Table 4.

The student level Minipac recommended for purchase by the greatest number of reviewers was *Feeling Dumb* (39 reviewers). Other highly recommended Minipacs were: *Being Influenced* (12 adult, 35 student); *Learning by Confrontations* (12 adult, 33 student), and *Identifying My*

Table 4

Ratings of Positive and Negative Characteristics of *REAL* By Reviewers

Characteristics of *REAL*	Adult N=25		Student N=49	
	Positive	Negative	Positive	Negative
Flexibility in use of REAL as a resource	17	0	40	2
The choice between small group interaction or individual learning	15	0	39	1
The emphasis upon psycho-social concepts encountered every day	16	1	38	0
The emphasis upon self-awareness	16	1	42	0
Participant involvement in self-evaluation	15	0	33	0
Inclusion of a Resource Manual	10	2	22	4
Audiotapes	0	2	4	2
Jargon used	0	0	0	2
Teacher training needed	0	0	0	3
Material as realistic and relevant	0	0	6	0

Needs and Desires (20 adult, 28 student). The least recommended component was the Resource Manual (8 adult, 11 student). Full results are presented in Table 5.

Reviewers were asked to specify the quantity of each Minipac component they would recommend for purchase at prices designated in the questionnaire. Four possible responses were supplied: (0) none; (1) one for instructor only; (2) several to be shared and (3) one for each student.

Many reviewers apparently misunderstood the directions; they wrote in numbers like 5, 10, 30, 150, etc. Their responses are included under partial responses in the footnote of Table 6.

Table 5

Number of Reviewers Recommending Purchase of Specific Minipacs

Minipac Title	Adult N=25	Student N=49
Being Influenced	12	35
Getting the Meaning of the Message	10	22
Keeping Track of Time	10	21
Being Helped	10	16
Feeling Dumb	15	39
Being Praised	10	23
Identifying My Needs and Desires	20	28
Why Learn Anything?	11	29
Keeping Open to Learning	10	28
Learning on Your Own	10	25
Letting Someone Teach You	9	23
Strategies for Learning	10	24
Knowing Your Own Learning Style	16	25
Learning by Confrontations	12	33
Resource Manual	8	11

Reviewers' responses are presented in Table 6. In general, reviewers indicated that they would purchase larger quantities of Minipac components at the lower price ranges. For the Directions Booklet, Key Ideas Booklet

and complete Minipacs, reviewers tended to recommend purchase of only one copy for the instructor or not recommend purchase at the higher price ranges. At lower price ranges, reviewers recommended purchase of one copy per student or several shared copies. For the Search and Self-Assessment Booklets, fewer reviewers saw the purchase of only one booklet or no booklets as satisfactory. The purchase of one or several audiotapes was recommended by most reviewers at any price range. At the most expensive range, the purchase of only one tape or no purchase were usually recommended.

SUGGESTED *REAL* PARTICIPANTS

Reviewers of both levels of materials were asked to specify the group with whom they would use *REAL*. The majority of those examining the adult level materials indicated that they would use Minipacs with all staff members (16 reviewers). Other groups specified were: counselors (5); teachers (5); resource teachers (2) and parents (2).

Of the 49 persons examining the student level materials, 34 indicated that they would use *REAL* with all students. Other groups specified were: students with emotional problems (8); underachievers (4); high achievers (3) and entering freshmen (3).

GOALS

The questionnaires for both sets of reviewers posed possible goals for the use of *REAL* in classroom/counseling situations (for the student materials) or staff development goals (for the adult materials). Reviewers were asked to indicate which of the goals they thought were applicable to their future use of the system. For both levels, creating self-awareness was the most commonly checked goal (adult 19, student 32).

Table 6

Number of Reviewers Recommending Purchase of
Specified Quantities of Minipac Components at Specified Prices[a]

Price Range	Level of Materials	Quantity of Component: None	One for the Instructor Only	Several To Be Shared	One for Each Participant
DIRECTIONS BOOKLET					
$ .50 - $1.00	Adult	0	3	1	5
	Student	1	5	4	10
$1.00 - $1.75	Adult	0	3	5	1
	Student	1	8	9	2
$1.75 - $2.50	Adult	0	4	5	0
	Student	3	11	4	1
$2.50 - $3.25	Adult	1	6	2	1
	Student	5	13	0	1
KEY IDEAS BOOKLET					
$ .50 - $1.00	Adult	0	2	1	6
	Student	0	3	10	11
$1.00 - $1.75	Adult	0	2	3	4
	Student	0	4	9	6
$1.75 - $2.50	Adult	1	3	4	1
	Student	3	7	7	2
$2.50 - $3.25	Adult	1	5	2	1
	Student	4	11	1	2
SEARCH BOOKLET					
$ .75 - $1.25	Adult	0	2	2	5
	Student	1	1	3	14
$1.25 - $2.00	Adult	0	2	3	4
	Student	1	2	11	5
$2.00 - $2.75	Adult	0	4	3	2
	Student	2	5	7	5
$2.75 - $3.75	Adult	0	5	2	2
	Student	3	10	5	1

[a]No response, Adult 4, Student 3; partical response, Adult 12, Student 27.
Adult materials' reviewers N=25; Student materials' reviewers N=49.

Table 6, continued

Price Range	Level of Materials	Quantity of Component: None	One for the Instructor Only	Several To Be Shared	One for Each Participant
SELF-ASSESSMENT BOOKLET					
$ .50 - $1.00	Adult	0	2	1	6
	Student	0	1	4	14
$1.00 - $1.75	Adult	0	2	2	5
	Student	0	3	10	6
$1.75 - $2.50	Adult	0	3	4	2
	Student	2	5	8	4
$2.50 - $3.25	Adult	1	3	3	2
	Student	4	6	5	3
AUDIO TAPES					
$1.00 - $2.00	Adult	0	4	3	2
	Student	0	4	11	4
$2.00 - $3.00	Adult	0	4	3	2
	Student	1	6	11	1
$3.00 - $4.00	Adult	1	5	2	1
	Student	5	9	4	1
$4.00 - $5.00	Adult	1	5	2	1
	Student	6	9	3	1
$5.00 - $6.00	Adult	3	4	1	1
	Student	8	9	1	1
COMPLETE MINIPACS					
$3.00 - $4.50	Adult	0	3	2	4
	Student	0	2	9	8
$4.50 - $6.00	Adult	0	4	4	1
	Student	0	6	10	3
$6.00 - $7.50	Adult	0	5	4	0
	Student	3	8	5	3
$7.50 - $9.00	Adult	0	7	2	0
	Student	7	8	3	1

No additional goals were proposed by at least two of the student version's reviewers. Three adult version reviewers thought that *REAL* could help promote staff unity. Full results for the adult version are presented in Table 7. Results for the student version are presented in Table 8.

Table 7

Goals for *REAL:* Adult Version

Goal	Number of Reviewers Responding N=25
Helping staff work in groups	8
Creating self-awareness among staff	19
Helping staff examine the way they act with others	14
Creating staff unity	3

Table 8

Goals for *REAL:* Student Version

Goal	Number of Reviewers Responding N=49
Helping students work in groups	10
Creating self-awareness amoung students	32
Helping students examine the way they act with others	21
Helping students with special problems	13
Helping students take responsiblity for their own learning	21
Motivating students	15
Teaching students to discuss and analyze their own experiences	14

Participants were asked whether there was a specific goal for their class (student version) or a staff development goal (adult version) that *REAL* might help to meet. Of the 25 reviewers of the adult materials, 3 indicated that they did not have a goal, and 2 did not answer the question. The most commonly expressed goal concerned creating self-awareness among staff members (6). A list of the goals expressed by at least two respondents is in Table 9.

Table 9

Specific Goals for Staff Development Using *REAL*

Goal	Number of Reviewers Responding N=25
Creating self-awareness	6
Helping staff examine how they work with others	4
Improving communications skills	2
Helping professional growth	2

Many of the respondents did not complete the section of the questionnaire asking them to briefly outline the ways in which *REAL* could help them meet the goal they specified. Those who did at least partially answer the question indicated that they would use group discussion (10 respondents) and individual use (4) to incorporate *REAL* into their staff development programs. Four persons would use all of the Minipacs, two would use Set I and two would use only Set II.

Of the 49 participants reviewing the student version, 5 said they did not have a goal that *REAL* might help them to meet; 4 did not answer the question. As with the adult materials, the greatest number of

responses concerned creating self-awareness among users (23). Other goals expressed by two or more participants are listed in Table 10.

Table 10

Specific Goals for Classes Using *REAL*

Goal	Number of Reviewers Responding N=49
Creating self-awareness	23
Helping students take responsibility for their own learning	3
Helping students cope with daily problems	2
Improving communications skills	2

Group discussion was the most often recommended means of incorporating *REAL* into classroom work (20). Seven of the respondents would advocate individual work with the Minipacs. Twelve reviewers would use all of the Minipacs to meet their goals.

SYSTEMS COMPARABLE TO *REAL*

Reviewers of both student and adult versions were asked to supply information about instructional materials comparable to *REAL*. The questionnaires required the following data: name of the system, advantages of *REAL* over the other system and advantages of the other system over *REAL*. Only 15 reviewers suggested other systems. The major strengths of *REAL* were the variety of activites as well as the group and individual approach. The advantages of other systems included comments about cost and compactness of packaging. A complete list of the alternatives suggested is presented in Appendix C.

SELECTED REVIEWER COMMENTS

In this section some of the comments made by the reviewers (or excerpts from categories of comments) are presented. The comments generally relate to areas not covered by the questionnaire or sum up the comments expressed in answer to questions.

> "The materials presume certain verbal and reading comprehension levels which in my estimation are higher than that of the average student. In those situations where students would be working on their own, I think that it would require quite a bit of concentration and a good deal of motivation on the part of the student to follow through with the exercises. Except in the case of a student with well-established self-discipline, the group approach would probably be most effective.
>
> "The reading level should be down-graded so that it can be used by retarded students...all areas are good for the retarded.
>
> "I am really excited about the whole series. Terrific!
>
> "A lot of the Minipacs are appropriate for the slow and alienated student, but I would especially use it in my philosophy and thinking classes where we explore self-identity and values and decision making.
>
> "It lacks a material flow of tasks--too much shuffling between booklets.
>
> "I like the separate Minipacs. I would not put them together in one booklet--for counseling they are better packed to use individually...
>
> "Information is very interesting for self-improvement, but I think few people would put the time required in.
>
> "*REAL* could [be] a threatening tool to staff members who are insecure with their own personal being.
>
> "[The Minipacs] need to be modified for elementary [school] faculty."

SPAULDING YOUTH CENTER STUDY

In April 1975, NWREL contracted with the Spaulding Youth Center (SYC) of Tilton, New Hampshire, a residential private treatment center for boys between the ages of 8 and 14 for use of *REAL* Set I Minipacs. The complete 9-page report describing the use of *REAL* at SYC is included in Appendix D. A summary of the report is presented below.

Spaulding Youth Center agreed to use *REAL* in social skills classes presented in the residential cottages at the center. In social skills classes, usually an hour one evening a week, behavioral principles are used to teach boys social skills such as decision making, cooking and compromise, which they later practice in structured situations. Minipacs were informally presented to nine cottage teachers. A cash bonus incentive was offered to teachers using Minipacs. Six of the nine teachers chose to use Minipacs in their social skills classes. These teachers initially reviewed several Minipacs, then chose particular Minipacs to use in a social skills class. They used the Minipacs only as a basis for the class and could modify them as necessary. Boys' behaviours in the class using Minipacs and their followup work on Minipacs were observed and reported.

While all teachers agreed to use one Minipac, two of the six teachers used more than one Minipac. The Minipacs used in the classes were: *Being Praised* (3 teachers); *Feeling Dumb* (2 teachers); *Being Influenced* (2 teachers; *Identifying My Needs and Desires* (1 teacher) and *Being Helped* (1 teacher). Teachers' rationale for the selection of Minipacs, presented in the full report, was based upon their analysis of the boys' psychological needs and/or the Minipacs' content which would help alleviate problems in working with the boys.

Being Praised was chosed in an effort to increase praise given by the boys to each other. *Being Influenced* was also considered relevant, particularly in terms of the boys' reactions to peer influence. Two teachers selected *Feeling Dumb* because they perceived many boys as having poor self-images and needing to learn when they should and should not feel dumb. *Being Helped* was chosen to facilitate helping relationships between the boys and the staff. *Identifying My Needs and Desires* was selected by one teacher to encourage boys to think about their needs and desires in planning for their futures.

Teachers generally used selected parts of the Minipacs. For example, Key Ideas Booklets were used seven of the eight times that Minipacs were taught. Key Ideas Sheets, Search Booklets, and audiotapes were used with the second most frequency. Five of the eight teachers used the games. Directions for Group Use were not used.

Teachers' reactions to the Minipacs were somewhat mixed. Most teachers felt the classes had gone very well and that both they and the students had learned from the lessons. Other teachers were not as happy with the class, noting problems in their presentation of the material of the task. Most teachers felt the Minipac ideas were worthwhile and relevant. At the same time, they were overwhelmed by the number of suggested activites and needed more time than usual to develop lessons based on the Minipacs. Samples of the teachers' comments are presented below; complete comments are included in Appendix D.

> "My reaction to the Minipacs is a very mixed one. I was pleased with the final results of my classes but the amount of time needed to prepare the classes from the Minipacs was excessive. In both sets of Minipacs, *Feeling Dumb* and *Needs and Desires*, my preparation time ran roughly double to what it normally does.

"I found the topics explored to be very relevant to this population. I was initially hesitant to try such sensitive topics with this group, but I am very glad that I did. If I was planning classes for a new group of boys, I would make use of these topics again.

"*Being Helped:* In this package, I used the Minipac tape. The music was great; enjoyed by all the boys. The Key Ideas Sheets and Booklets were used. These proved to be quite successful, especially the illustrations and cartoons which alone provided enough stimuli for learning and having fun. More of this, please.

"If the Minipac had been limited solely to the Key Ideas Book and maybe one Activities Book designing a curriculum based on it, it would not have appeared to be such an awesome task.

"*Being Influenced:* I felt that this was a needed subject for the boys. But I could not find concrete demonstrations suggested by the Minipacs. One of the weaknesses of my first lesson was that it was totally discussion, no role plays or games. The boys were not too enthusiastic about the topic. In between the first and second lessons, I did some individual work with a few boys. They each filled out a diagram similar to the one used in the first class. We then individually discussed each influence and attempted to differentiate between strong and weak influences and good and bad influences. I was very pleased with the boys' results. The second class was also more pleasing. The boys were enthusiastic about filling out the *Being Influenced* diagrams. even though they often complained in order to avoid doing written work. I did not hear any complaints about filling out the diagrams. The boys had difficulty saying what influence means, but their answers on the diagrams attested to the fact that they understood the concept. The finished diagrams provided insight into the boys and their seeing each others' influence on them.

"*Being Praised:* In sum, my curriculum was much too broad. A single Minipac has material enough for five to ten lessons when taught to a young population as was the case here. A good indicator of the functional level of the boys involved is that none of them knew what the word 'praise' meant, although they understood it once I defined it."

Observations of the boys in a limited number of classes indicated a high degree of ontask behavior. Observations of boys outside of class did not show lasting observable effects of the class. Several teachers reported anecdotal information, however, which reflected the Minipac topics. Several teachers also reported personal feelings that the classes had affected some boys. Samples of the teachers' comments are presented below.

> "Although the class was weak on showing if there was any change, subjectively the instructor feels closer to 'where the kids are at' and in their own way, they've become closer to him.
>
> "The boys' participation in the Minipac classes revealed some very interesting information about themselves. I felt that I had gained more knowledge about these boys in the four Minipac classes than in any other four social skills classes.
>
> "The overall effect of the curriculum was a temporary increase in the rate of praise statements. This is subjective data, as no baseline data was taken. However, in my 16 months of work with this population, I can remember few, if any, instances of praising peers. Peer provocations, as recorded daily, showed no decrease during or after the two curriculums. Even if a decrease was evident, however, this would not be reliable data as there are many variables affecting this measure. The temporary increase was most likely due to the curriculum. There was an initial enthusiasm for earning the chosen reinforcer which faded over time. (probably as the learner realized the impossibility of their task). But the data does show that praising did occur during the week.
>
> "*Needs and Desires:* It is too early to tell if there is any long lasting effect from *Needs and Desires* classes, but I have seen some very positive short term effects from the class. I worked individually with three boys. I found that given the vocabulary they learned in class, we were better able to communicate about some very important subjects. Hearing their answers in class has given me a great deal of knowledge about them. Identifying their needs and desires appears to have beneficial effect on at least one of these boys. This boy had been very ambivalent about certain needs and desires and judging from his behavior in a few discussions, he seems to have a clearer idea of what he wants.

"*Being Influenced:* On occasion, I found it useful to refer back to the class when I was working with one of the boys. The boy has a reputation for not coming back to Spaulding Youth Center after he visits home. His peers have been reinforcing him for this. This boy had to go home for a few days. Before he had the opportunity to tell his friends he was leaving, I proposed the idea of keeping it a secret so they wouldn't influence his behavior. He agreed to the experiement and returned on time two days later. There were many factors as to why he returned on time, but the influence experiment may have helped."

RECOMMENDATIONS TO POTENTIAL CONSUMERS

Based upon the review of *REAL*, adult and student Minipacs appear to be promising resources for reaching goals such as self-awareness, ability to work in groups and helping individuals to examine the way they act with others. The most promising Minipacs are *Feeling Dumb, Being Influenced, Identifying My Needs and Desires* and *Learning By Confrontations.*

In general, *REAL* is suitable for use with all high school students as well as with elementary and high school staff. The Resource Manual should be examined, as its usefulness was questioned by some reviewers.

In considering strengths and weaknesses of the adult Minipacs, readability is generally good, although there may be some problem with jargon, format or a possible focus upon high school staff. The materials are genrally appropriate and well organized. As resources, however, they may require supplemental activites to make them specific, or selection of several activities because of time limitations may be necessary. The Minipacs should be interesting to staff although interest and motivation will vary based upon the perceived need of the learner. The structure is fairly good and easy to follow. Participation in *REAL* may result in insights into one's own and others' feelings and improve communication or cohesiveness. *REAL* is seen as pertinent to all staff as well as counselors, teachers, resource teachers and parents.

In considering strengths and weaknesses of the student version, the vocabulary and jargon may cause some problems. The materials may be best for highly motivated and self-disciplined senior high students.

Use of *REAL* with high achievers, entering freshmen, emotionally troubled students and underachievers could also be considered. Use of *REAL* with underachievers or problem students appears questionable, however, without a great deal of revision.

The use of *REAL* at the Spaulding Youth Center indicates that *REAL* is adaptable for specific populations, such as emotionally disturbed boys, if the main concepts are considered valuable. Revisions in such instances would be extensive, however. The materials are current and pertinent and represent a good approach to the topic, especially for students already interested in the topics. Set I and Set II should be examined closely for appropriateness since they differ considerably in the intellectual approach to the topic. The structure of the material is good; however, there may be problems in the bulkiness of the system. Student participation in *REAL* is likely to result in increased personal growth and self-awareness as well as increased social awareness.

RECOMMENDATIONS TO THE PUBLISHERS

Marketing efforts for *REAL* should be in the areas of self-development and group communication skills. *REAL* should be marketed as a resource for use with adults and primarily motivated, self-directed and mature students. While *REAL* could be marketed for use with underachievers and problem students, this is not recommended because of the amount of redesigning necessary for work with these types of students. (This is also supported by interim test data; Hiscox & Rothlind, 1975, 1976.)

Packaging of Minipacs should receive careful consideration. Minipacs should be sold individually rather than as complete sets. Audiotapes, if available for purchase, should be sold separately, since only a couple would be purchased for any class. They could also be

eliminated, since relatively few would be purchased. The cost of Minipacs will affect what is purchased and prices should be as low as possible. It might be possible to reduce costs through reducing the amount of consumable material and packaging together all booklets in the same Minipac.

It appears that the student version of *REAL* should receive considerable editing before final production. Jargon and difficult vocabulary should be simplified and directions should be clarified. The adult materials need considerable less editing. Pictures and cartoons in the Minipacs should be kept and added to if possible.

RECOMMENDATION TO THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY

It appears that there is a market for *REAL* and that reviewers consider it a worthwhile resource. The material should be released for publication, with the possible provision that the student materials receive further text editing either by NWREL or by the publisher.

Appendix A:

REAL REVIEW QUESTIONNAIRES

REVIEW OF REAL: ADULT VERSION

Please base your answers to all of the following questions upon the use of REAL for school personnel staff development.

1. What is your position?

   ____ Principal

   ____ Vice Principal

   ____ Counselor

   ____ Teacher - Subject area: _____

   ____ Curriculum Specialist - Area: _____

   ____ Other - Please specify: _____

2. Are you familiar with any of the instructional programs or materials developed by the Northwest Regional Educational Laboratory?

   ____ Yes

   ____ No

   ____ I don't know

   If yes, which one(s)? _____

   _____

   _____

3. Did you skim through all of the Minipacs?

   a. ____ Yes

      ____ No

   b. Which ones did you examine closely? _____

      _____

      _____

      _____

4. Do you know of other materials which are similar to REAL?

____ No

____ Yes - Name of system: _____

a. What advantages does REAL offer over the other system? _____

_____

_____

_____

_____

_____

b. What advantages does the other system offer over REAL? _____

_____

_____

_____

_____

_____

5. Do you feel that teachers and building staff would find the materials easy to read and understand (i.e., are the vocabulary and writing style appropriate)?

____ Yes, generally easy to read and understand

____ Somewhat difficult to read and understand

____ No, very difficult to read and understand

Please explain any difficulties you perceive. (If possible, identify specific words or activities which present difficulties.)

_____

_____

_____

_____

_____

6. In your opinion what are the strengths and weaknesses of the Minipacs in terms of the categories listed? Please direct your comments to the two Minipacs you examined closely.

	Strengths	Weaknesses	Suggested Changes
Appropriateness of content for staff			
Amount of interest to staff			
Material's structure and format of the Minipacs (including ease of use)			
Usefulness of resource manual (including adequacy of indexing, ease of use)			
Probable effects on staff			
Other			

7. a. Would you recommend that your school purchase at least one of the Minipacs for staff development purposes?

____ Yes

____ No

b. Indicate charactertistics of REAL which led to your decision concerning a recommendation. Some possible characteristics are listed below. Write in others you feel are important. Then put a "+" in the blank before any positive features affecting your recommendation and a "-" before any negative features. Leave the space before any irrelevant characteristics blank.

____ Flexibility in use of REAL as a resource

____ The choice between small group interaction or individual learning

____ The emphasis upon psycho-social concepts encountered everyday

____ The emphasis upon self-awareness

____ Participant involvement in self-evaluation

____ Inclusion of a resource manual

____ Other important attributes _____

____ _____

____ _____

____ _____

____ _____

____ _____

If your answer to Question 7 was no, please skip to Question 13.

8. If you would recommend the purchase of Minipacs, which ones would you suggest?

____ Being Influenced

____ Getting the Meaning of the Message

____ Keeping Track of Time

____ Being Helped

____ Feeling Dumb

____ Being Praised

____ Identifying My Needs and Desires

____ Why Learn Anything?

____ Keeping Open to Learning

____ Learning on Your Own

____ Letting Someone Teach You

____ Strategies for Learning

____ Knowing Your Own Learning Style

____ Learning by Confrontations

____ Resource Manual

9. In a staff development situation, with whom would you use Minipacs? (For example, all staff, counselors, librarians, home ec. teachers, etc.)

_____

_____

_____

_____

_____

10. For what goal(s) would you be most likely to use REAL? (Check no more than two.)

____ Helping staff work in groups
____ Creating self-awareness among staff
____ Helping staff examine the way they act with others
____ Others - please specify:_____
____ _____
____ _____

11. Is there a specific staff development goal which REAL might help to meet? (Statements in question 10 may help you think of a goal.)

____ Yes ____ No

a. If Yes, write the goal below.

_____

_____

b. Briefly outline how you might integrate REAL into your staff development program to meet the goal specified in 11.a. (Use the back of the page if necessary.)

Activities/ materials used (both REAL and other activities)	Amount of time allowed for activity	Probable sequence of activities	Method of using (groups, individuals, discussions, etc.)

For the following questions please indicate the number of each Minipac components you would recommend purchasing. Assume that you are buying components only from Minipacs you have recommended purchasing.

0 = none
1 = one for the trainer(s)
2 = several to be shared by staff participants
3 = enough for each participant to have his/her own

12. a. How many Directions Booklets would you recommend purchasing if they cost: (Put a number before each blank.)

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

b. How many Key Ideas Booklets (plus Key Ideas Sheet) would you recommend purchasing if they cost:

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

c. How many Search Booklet(s) would you recommend purchasing if they cost:

____ $.75 - $1.25 ____ $2.00 - $2.75

____ $1.25 - $2.00 ____ $2.75 - $3.75

d. How many Self-Assessment Booklets would you recommend purchasing if they cost:

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

e. How many Audio-Tapes would you recommend purchasing if they cost:

____ $1.00 - $2.00 ____ $3.00 - $4.00

____ $2.00 - $3.00 ____ $4.00 - $5.00

____ $5.00 - $6.00

f. How many complete Minipacs would you recommend purchasing if they cost:

____ $3.00 - $4.50 ____ $6.00 - $7.50

____ $4.50 - $6.00 ____ $7.50 - $9.00

End of questionnaire. Thank you.

If you would not recommend purchasing Minipacs, please answer the following questions.

13. How would REAL have to be changed before you would recommend it? Please be specific, referring to the Minipacs you examined when possible or appropriate.

Problem	Suggested Changed

14. Are there situations for which REAL would be useful? Describe the situations and how Minipacs might be used in them.

Situation	Applicability of Minipacs	Potential ways of using Minipacs

REVIEW OF REAL: STUDENT VERSION

Please base your answers to all of the following questions upon the use of REAL with high school students.

1. What is your position?

____ Principal

____ Vice Principal

____ Counselor

____ Teacher - Subject area:_____

____ Curriculum Specialist - Area:_____

____ Other - Please specify:_____

2. Are you familiar with any of the instructional programs or materials developed by the Northwest Regional Educational Laboratory?

____ Yes

____ No

____ I don't know

If yes, which one(s)? _____

_____

_____

3. Did you skim through all of the Minipacs?

a. ____ Yes

____ No

b. Which ones did you examine closely? _____

_____

_____

_____

4. Do you know of other materials which are similar to REAL?

____ No

____ Yes - Name of system: _____

a. What advantages does REAL offer over the other system? _____

_____

_____

_____

_____

_____

b. What advantages does the other system offer over REAL? _____

_____

_____

_____

_____

_____

5. Do you feel that students would find the materials easy to read and understand (i.e., are the vocabulary and writing style appropriate)?

____ Yes, generally easy to read and understand

____ Somewhat difficult to read and understand

____ No, very difficult to read and understand

Please explain any difficulties you perceive. (If possible, identify specific words or activities which present difficulties.)

_____

_____

_____

_____

_____

6. In your opinion what are the strengths and weaknesses of the Minipacs in terms of the categories listed? Please direct your comments to the two Minipacs you examined closely.

	Strengths	Weaknesses	Suggested Changes
Appropriateness of content for students			
Amount of interest to students			
Material's structure and format of the Minipacs (including ease of use)			
Usefulness of resource manual (including adequacy of indexing, ease of use)			
Probable effects on students			
Other			

7. a. Would you recommend that your school purchase at least one of the Minipacs for use with students?

____ Yes

____ No

b. Indicate charactertistics of REAL which led to your decision concerning a recommendation. Some possible characteristics are listed below. Write in others you feel are important. Then put a "+" in the blank before any positive features affecting your recommendation and a "-" before any negative features. Leave the space before any irrelevant characteristics blank.

____ Flexibility in use of REAL as a resource

____ The choice between small group interaction or individual learning

____ The emphasis upon psycho-social concepts encountered everyday

____ The emphasis upon self-awareness

____ Participant involvement in self-evaluation

____ Inclusion of a resource manual

____ Other important attributes _____

____ _____

____ _____

____ _____

____ _____

____ _____

If your answer to Question 7 was no, please skip to Question 13.

8. If you would recommend the purchase of Minipacs, which ones would you suggest?

____ Being Influenced

____ Getting the Meaning of the Message

____ Keeping Track of Time

____ Being Helped

____ Feeling Dumb

____ Being Praised

____ Identifying My Needs and Desires

____ Why Learn Anything?

____ Keeping Open to Learning

____ Learning on Your Own

____ Letting Someone Teach You

____ Strategies for Learning

____ Knowing Your Own Learning Style

____ Learning by Confrontations

____ Resource Manual

9. In a classroom or counseling situation, with whom would you use Minipacs? (For example, all students, high achievers, minority students, students with emotional problems, etc.)

_____

_____

_____

_____

_____

10. For what goal(s) would you be most likely to use REAL? (Check no more than two.)

____ Helping students work in groups
____ Creating self-awareness among students
____ Helping students examine the way they act with others
____ Helping students with special problems
____ Helping students take responsibility for their own learning
____ Motivating students
____ Teaching students to discuss and analyze their own experiences
____ Other - please specify:_____
____ _____

11. Is there a specific goal for your class which REAL might help to meet? (Statements in question 10 may help you think of a goal.)

____ Yes ____ No

a. If yes, write the goal below. _____

_____

_____

b. Briefly outline how you might integrate REAL into your classroom to meet the goal specified in 11.a.

Activities/ materials used (both REAL and other activities)	Amount of time allowed for activity	Probable sequence of activities	Method of using (groups, individuals, homework, discussions, etc.)

For the following questions please indicate the number of each Minipac components you would recommend purchasing. Assume that you are buying components only from Minipacs you have recommended purchasing.

0 = none
1 = one for the instructor(s)/counselor(s) only
2 = several to be shared by students
3 = enough for each student to have his/her own

12. a. How many Directions Booklets would you recommend purchasing if they cost: (Put a number before each blank.)

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

b. How many Key Ideas Booklets (plus Key Ideas Sheet) would you recommend purchasing if they cost:

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

c. How many Search Booklet(s) would you recommend purchasing if they cost:

____ $.75 - $1.25 ____ $2.00 - $2.75

____ $1.25 - $2.00 ____ $2.75 - $3.75

d. How many Self-Assessment Booklets would you recommend purchasing if they cost:

____ $.50 - $1.00 ____ $1.75 - $2.50

____ $1.00 - $1.75 ____ $2.50 - $3.25

e. How many Audio-Tapes would you recommend purchasing if they cost:

____ $1.00 - $2.00 ____ $3.00 - $4.00

____ $2.00 - $3.00 ____ $4.00 - $5.00

____ $5.00 - $6.00

f. How many complete Minipacs would you recommend purchasing if they cost:

____ $3.00 - $4.50 ____ $6.00 - $7.50

____ $4.50 - $6.00 ____ $7.50 - $9.00

End of questionnaire. Thank you.

If you would not recommend purchasing Minipacs, please answer the following questions.

13. How would REAL have to be changed before you would recommend it? Please be specific, referring to the Minipacs you examined when possible or appropriate.

Problem	Suggested Changed

14. Are there situations for which REAL would be useful? Describe the situations and how Minipacs might be used in them.

Situation	Applicability of Minipacs	Potential ways of using Minipacs

Appendix B:

LETTERS TO REVIEWERS

Northwest Regional Educational Laboratory
Lindsay Building · 710 S.W. Second Avenue
Portland, Oregon 97204 · Telephone (503) 224-3650

September 11, 1975

We are currently conducting a review of *Relevant Explorations in Active Learning (REAL)*, a set of resource materials concerning student self-awareness in situations which affect learning. *REAL* consists of fourteen sets of booklets which relate to everyday psycho-social concepts. The materials were developed by the Northwest Regional Educational Laboratory and have been used in high school classes in Vancouver, Washington; Seattle, Washington; Portland, Oregon; Newport Beach, California and Tilton, New Hampshire.

We are inviting selected teachers from the Honolulu area to attend a half-day session to review the materials. The number of reviewers is small due to a limited in-Lab supply of materials; most of the materials are currently in the field. Teachers who have participated in the testing of *REAL* have indicated that it is potentially useful; we would like your reactions to the materials and your perception of ways in which you could incorporate *REAL* into your work with students.

EAch reviewer will receive one set of the materials (worth about $50) and a $30 honorarium for his/her help. In the report of the review, which will be distributed nation-wide, the names of the reviewers and their schools will be published.

Participants in the review are asked to attend a conference at the Queen Kapiolani Hotel, 150 Kapahulu Avenue, Honolulu, from 9:00 a.m. to 1:00 p.m. Saturday, October 4. During the conference, the basic purpose of *REAL* will be briefly explained. Then reviewers will be given time to examine a resource manual, skim all the materials, and closely examine two sets of materials (two Minipacs). Reviewers will be asked to answer a questionnaire concerning their perceptions of how *REAL* might be used in their district, how comfortable they would feel using *REAL*, and what they perceive to be the strengths and weaknesses of the materials for use with students.

Information concerning *REAL* is included to facilitate your decision about reviewing the system. *REAL* is anticipated to be most useful to Language Arts and Social Science teachers, as it is more easily built into the curriculum in these areas. You might also consider this in making a decision concerning your interest in reviewing *REAL*. Please return the enclosed postcard indicating whether or not you will participate.

We hope that you will be able to participate in this review of *REAL*. We believe that it will be of benefit to you as well as us.

Sincerely,

Suzanne B. Hiscox
Evaluation Specialist

Pamela J. Cutting
Evaluation Specialist

SBH;PJC:s
Encls.

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

September 11, 1975

We are currently conducting a review of *Relevant Explorations in Active Learning (REAL)*, a set of resource materials concerning student self-awareness in situations which affect learning. *REAL* consists of fourteen sets of booklets which relate to everyday psycho-social concepts. The materials were developed by the Northwest Regional Educational Laboratory and have been used in high school classes in Vancouver, Washington, Seattle, Washington, Portland, Oregon, Newport Beach, California, and Tilton, New Hampshire.

We are inviting selected counselors from the Honolulu area to attend a half-day session to review the materials. The number of reviewers is small due to a limited in-Lab supply of materials; most of the materials are currently in the field. Counselors who have participated in the testing of *REAL* have indicated that it is potentially useful; we would like your reactions to the materials and your perception of ways in which you could incorporate *REAL* into your work with students.

Each reviewer will receive one set of the materials (worth about $50) and a $30 honorarium for his/her help. In the report of the review, which will be distributed nation-wide, the names of the reviewers and their schools will be published.

Participants in the review are asked to attend a conference at the Queen Kapiolani Hotel, 150 Kapahulu Avenue, Honolulu, from 9:00 a.m. to 1:00 p.m. Saturday, October 4. During the conference, the basic purpose of *REAL* will be briefly explained. Then reviewers will be given time to examine a resource manual, skim all the materials, and closely examine two sets of materials (two Minipacs). Reviewers will be asked to answer a questionnaire concerning their perceptions of how *REAL* might be used in their district, how comfortable they would feel using *REAL*, and what they perceive to be the strengths and weaknesses of the materials for use with students.

Information concerning *REAL* is included to facilitate your decision about reviewing the system. Please return the enclosed postcard indicating whether or not your school will be represented in the review.

We hope that you will be able to participate in this review of *REAL*. We believe that it will be of benefit to you as well as us.

Sincerely

Suzanne B. Hiscox
Evaluation Specialist

Pamela J. Cutting
Evaluation Specialist

SBH;PJC:S
Encls.

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

September 11, 1975

We are currently conducting a review of *Relevant Explorations in Active Learning (REAL)*, a resource to be used in inservice training for educational personnel. *REAL* consists of fourteen sets of booklets which relate to everyday psycho-social concepts such as feeling dumb, being praised, and learning. The materials were developed by the Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory.

For the review, we are inviting selected principals from the Honolulu area to attend a half-day session to review the materials (or send as a representative someone involved in staff development activities). The number of reviewers is small due to a limited in-Lab supply of Minipacs; most of the materials are currently in the field. Your school has been selected as one we would like to have represented in the review.

Each reviewer will receive one set of the materials (worth about $50) and a $30 honorarium for his/her help. In the report of the review, which will be distributed nation-wide, the names of the reviewers and their schools will be published.

Participants in the review are asked to attend a conference at the Queen Kapiolani Hotel, 150 Kapahulu Avenue, Honolulu, from 1:00 to 5:00 p.m. Saturday, October 4. During the conference, the basic purpose of *REAL* will be briefly explained. Then reviewers will be given time to examine a resource manual, skim all the materials, and closely examine two sets of materials (two Minipacs). Reviewers will be asked to answer a questionnaire concerning their perceptions of how *REAL* might be used in their district, how comfortable they would feel using *REAL*, and what they perceive to be the strengths and weaknesses of the materials for use with staff.

Information concerning *REAL* is included to facilitate your decision about reviewing the system or sending a representative to review the system. Please return the enclosed postcard indicating whether or not your school will be represented in the review.

If you need any further information, please call collect (503) 248-6860 (Sue Hiscox) or (503) 248-6865 (Pamela Cutting).

We hope that you will be able to participate in this review of *REAL*. We believe that it will be of benefit to you as well as us.

Sincerely

Suzanne B. Hiscox
Evaluation Specialist

Pamela J. Cutting
Evaluation Specialist

SBH;PJC:s
Encls.

RELEVANT EXPLORATIONS IN ACTIVE LEARNING

Relevant Explorations in Active Learning (REAL) consists of fourteen learning packages called Minipacs. A Minipac contains information about a specific "psycho-social" topic and provides alternate learning experiences and related self-evaluation opportunities. Minipacs are designed to help learners discover their present ideas and behaviors in relation to the concepts presented in the Minipac.

Components of Each Minipac

- Directions. The Direction Booklet contains a sequence of activites, some of which direct the participant to other booklets in the Minipac.

- Key Ideas Booklet. This booklet briefly presents the Minipac topic in terms of important psycho-social ideas related to the Minipac topic.

- Key Ideas Sheet. As a reference for participants in working through the Minipac, this paper lists the key ideas discussed in the Key Ideas Booklet..

- Audio Cassette. The tape contains interviews, confrontations, fantasies and music illustrative of the key ideas as they appear in human experiences.

- Search Booklets. There are two Search Booklets in each Set I Minipac. In Search I, participants define and react to the topic. In Search II, the participant recalls past experiences in analyzing his/her reactions to the topic. (In Set II, both searches are combined into one booklet.)

Resource Manual

A Resource Manual has been developed to help trainers select activities appropriate to their training goals. The Resource Manual helps to select activities within and across the Minipacs.

Publisher

REAL will be available in early 1976 from:

XICOM, Inc.
RFD 1, Sterling Forest
Tuxedo, New York 10987

Appendix C:

SYSTEMS COMPARABLE TO *REAL*

Reviewers were asked to name any training systems they thought comparable to *REAL*. The following list contains their answers.

Transactional Analysis
Career Awareness
Human Potential Seminar
Far West
Environmental Studies
Creating Your Future
HRD
Career Success--Florida State University
Decisions--CEER
Human Potential--Weber State College, Utah
How to Survive in College
Inside-Out

Appendix D:

SPAULDING YOUTH CENTER STUDY

by Ian Spence
Director of Curriculum
Spaulding Youth Center

MINIPAC PROJECT

at

Spaulding Youth Center
1975

MINIPAC[1] is an experimental curriculum in Social Awareness, currently being developed by the Northwest Regional Educational Laboratory in cooperation with Xicom, Inc. It was made available to Spaulding Youth Center as a specialized test site, in which the curriculum could be adapted, tried, and evaluated by cottage teachers working directly with pre-adolescent and adolescent, emotionally disturbed boys. Minipacs were introduced in Spaulding's social skills classes in March 1975, and evaluated through June 1975.

Setting: Spaulding is a private, residential treatment center situated in central, rural New Hampshire. Fifty boys between the ages of 8 and 14 live in four, ranch-like cottages with cottage teachers who make use of the living situation to teach social skills through behavioral principles. An important part of the residential program is the social skills class in which boys and a teacher come together in an informal session in the cottage at least one evening each week. Boys participate in a group session which is designed to help them become aware of needed social skills, which they then practice in structured situations. Thereafter, the boys have the opportunity to make use of newly acquired skills in real situations which occur in the cottage and community in the ensuing weeks. Some of the skills covered in these classes have included "basic principles of behavior analysis" (the learning of the nature of stimulus/response and consequence, and how this can be used in shaping and changing behavior), "problem solving" (five steps to solving your own problem using behavioral techniques), "decision making," "compromise," "table manners," "cooking," etc.

Introduction of the Minipacs: Since one of the experimental questions was how each cottage teacher would use the Minipacs, they were introduced informally to the social skills teachers through a group meeting. The Minipac packages were made available for them to read, and they were asked whether they wished to make use of them as part of social skills classes. We had previously agreed on a cash bonus incentive for those teachers who wished to undertake a project and write up an evaluation. The teachers were not asked to sign up for the Minipacs prior to seeing them, as their process of selection was thought to be important information about the Minipacs.

After the teachers had reviewed a few Minipacs and had chosen a pack to work with, they were encouraged to write up a functional curriculum for its use in class. The curriculum was then introduced in one of the regular classes, which was observed by a fellow teacher or the project director. Data usually taken at social classes (raising hands, questions asked, positive comments by children, etc.) was taken throughout the Minipac lessons. Anecdotal records were kept of boys' comments during the lessons.

---

[1] MINIPAC is published by Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

Generalization: After each lesson, some data was kept on boys' use of materials outside of class. Some boys were encouraged to use the actual Minipac materials in homework assignments or project assignments, while other boys were overheard making statements which seemed to come directly from their experience in the class. In each case, this information was recorded.

In some instances, teachers enjoyed working with the Minipacs to the extent that they wished to do a second Minipac. Where this occurred, the same recording procedures were used throughout.

The Social Skills Class: The typical social skills class takes place in a cottage of 14 boys, with all of the boys attending in one of the common rooms, such as the living room. The cottage teacher has the curriculum prepared well enough that it starts with a bang and ends with a bang, and there are usually direct reinforcers, such as soft drinks and snacks directly after the class, which are earned through "on-task" points for paying attention during the class. The class usually takes the form of questions and answers about the theme topics and small, group discussions which come back to the main group to report. The curriculum has been well prepared in most cases and is kept moving by the teacher so that the hour of discussion, questions, and answers goes quickly, and the boys remain on-task and interested throughout.

Results: The Minipacs were offered to nine cottage teachers who had indicated an interest in teaching social skills. Six of the nine teachers chose to make use of Minipacs, and two of them worked with more than one Minipac with their groups. A total of eight Minipacs were taught in thirty-eight sessions. *Being Praised* was the most popular Minipac (used by three cottage teachers). *Feeling Dumb* and *Being Influenced* were both used twice. *Needs and Desires* and *Being Helped* were used only once.

Reasons for Choice:

(1) *Being Praised:* Teacher C[2] (boys, aged 6 to 10):

"After reading the Key Ideas Sheet to all the Minipacs, I narrowed my choice of lessons to 1) *Being Helped* or 2) *Being Praised*. The main consideration in this decision was the functional level of the boys to whom the lesson would be taught. In this case, the boys involved were ages 9-12 years, but functioning at about a second to third grade level. With one exception, all the boys had especially low verbal skills. Hence, it seemed prudent to select a Minipac which would not require sophisticated verbal skills or introspection. With this in mind, I considered both *Being Helped* and *Being Praised*.

"Since in the past I taught several curriculums in 'helping' others, I seriously considered teaching the *Being Helped* Minipac. But the emphasis in the Minipac seemed to be on reactions to being helped, the need for independent work and the difficulty in asking for help. These needs and feelings were certainly beyond my audience. In the helping curriculums

[2]Teachers' names have been eliminated and replaced by letters.

I taught, the key ideas were how to ask someone if they wanted your help, and how best to help. Helping was presented as always desirable and positive because it makes the other person feel good. The boys latched onto this idea. The intent was to increase the frequency of their helping behaviors. I did not feel they were ready for an expanded notion of helping and being helped.

"Thus, I opted to work on *Being Praised.* It seemed to be especially relevant to a population of behavior problem boys and potentially therapeutic. That is, a high frequency of negative behavior which boys at Spaulding emit is peer provocation. Praising behavior is an extremely low frequency behavior among boys at Spaulding, especially praising of peers. If one could increase the boys' rate of praising others, it could serve as in incompatible response to provoking others. In sum, it was the idea of praising that led me to choose the *Being Praised* Minipac."

(2) *Being Praised:* Teacher B (boys, aged 10-12): "The Minipac was chosen because of boys' indicated need. They typically do not praise either peers or adults."

(3) *Being Praised:* Teacher A (boys, aged 12-14): No comment.

(4) *Being Influenced:* Teacher D (boys, aged 10-13): "We chose *Being Influenced* Minipac because it was the most relevant one left after doing *Feeling Dumb* and *Needs and Desires.*"

(5) *Being Influenced:* Teacher E (boys, aged 12-14): "The Minipac on *Being Influenced* was an appropriate lesson for the boys at Potter Lodge because the most powerful reinforcer for that age group is peer pressure or attention. This immediate need for friendship and belonging often takes precedence over their longer term desires or needs."

(6) *Feeling Dumb:* Teacher D (boys, aged 10-12): "Because many of our boys are from unusually deprived backgrounds, many of them have a poor self-image and are very sensitive to failure. I felt that this Minipac could help them by teaching them the discrimination between when they should feel that they did a dumb thing and when they shouldn't feel dumb. The boys in our program are very competitive with each other, and I wanted to emphasize to them when they shouldn't feel dumb just because someone else is better than they at something."

(7) *Feeling Dumb:* Teacher E (boys, aged 12-14): "*Feeling Dumb* Minipac was a very appropriate curriculum for the boys in Potter Lodge for the following reasons:

1. Most of the boys do not feel very good about themselves and have poor self-concepts. The boys needed to learn how not to feel so dumb for common errors.
2. Accent needed to be placed on ability to learn feeling dumb situations as a learning experience.
3. I felt that it would add greatly to the cottage program with boys helping each other with their feelings."

(8) *Being Helped:* Teacher F (boys, aged 12-14): "Many boys at Potter Lodge are resistant to being helped by staff and peers due to a lack of understanding in being helped skills. This greatly reduces

the amount of help that they receive from a very willing and helpful staff. *Being Helped* was important in facilitating a cooperative and trusting relationship between boy and staff during times when help is needed. For this reason, *Being Helped* was chosen as most helpful for Potter Lodge staff and boys."

(9) *Needs and Desires:* Teacher D (boys, aged 10-12): "I chose this curriculum because it contained a clear-cut concept I could teach the group. I also felt that a discussion of needs and desires was very appropriate to this age group and population. Having the boys take an active part in planning their futures has been very difficult. I felt this curriculum might encourage the boys to think about what they need to make them happy as well as give them a working vocabulary with which they can discuss these matters."

Materials Used: As Table A shows, the Key Ideas Booklets were the most popular items in the Minipacs. These were used by seven out of eight curriculum writers with the exception being Teacher F who did not use the Key Ideas Booklets in his *Being Influenced* groups. The Key Ideas Sheets, Search Booklets, and the tapes were the next most popular items. The games were found useful by five out of eight curriculum workers.

The Self-Assessment Booklets were used in part in three different curriculums; *Feeling Dumb, Being Praised* and *Being Helped.*

All of the people using the Minipacs developed their own lesson plans to considerable detail. The Directions for Group Use were not found useful.

Lesson Plans: Lesson plans were prepared by and large according to the functional curriculum formula used at Spaulding Youth Center.

Data Taken During and After Classes: As Table B indicates, the class size ranged between 3 and 14 boys. The number of sessions per Minipac topic ranged from two to five. The most popular pinpoint on which data was collected was "positive questions or statements," which was paired with "off-task behavior." Worksheets were often used as vehicles for learning and data, as were pre- and posttests.

In general, the on-task behavior indicated by high frequency of positive questions and statements was at a high level in the social skills classes. Figure 1 shows the frequencies and trends of positive statements, and off-task behaviors, in six Minipac classes and five subsequent sex education classes conducted by Teacher D with 12 or more boys. In all of the classes, positive responses ranged between one every two minutes to more than one per minute. Off-task behaviors ranged between one and four every ten minutes. The introduction of each new subject brought a decrease in positive responses followed by an upward trend in each case. In the third lesson of the *Feeling Dumb* series, Teacher D interwove the lesson with problem solving techniques that the students had previously learned to use, resulting in a continued increase in responses by the boys. In subsequent lessons, Teacher D continued to use reviews which may account for the continuing upward trends.

Table A

Use of Resources Provied in the Minipacs

Title of Minipac	Teacher	Minipac Component								Materials Developed by Each Teacher Based On Minipac Outline
		Key Ideas Sheet	Key Ideas Booklet	Search I Booklet	Search II Booklet	Directions	Self-Assessment Booklet	Tapes	Cards & Games	
Being Praised	Teacher A	Yes	Yes				Yes	Yes	Cards	Lesson Plan
	Teacher B		What is Praise? Effects of being praised	I.p.1				Yes		Lesson Plan and Individual Contract
	Teacher C		Yes			Yes		Yes		Lesson Plan and Own Praise Tape
Being Influenced	Teacher D		#9	Person & arrows figure						Lesson Plan
	Teacher E			Person & arrows figure						Situation Identification Figures Lesson Plan
Feeling Dumb	Teacher D	Useful 1/5/6/8	Useful w/ modifi-cations				3/4/5/6	No	Game adapted	Lesson Plan and Game
	Teacher E	Useful	Useful	Activity #3	#5			Yes	Grass-hopper Game	Grasshopper Game and Situation Identification Sheet
Being Helped	Teacher F	Yes	Cartoons last page	All		Yes	1/2	Yes	Yes	Lesson Plan and Field Trip
Needs and Desires	Teacher D	1/2/3	Yes						Satis-faction Game	Questionnaire Booklet on Topic Interviews

Table B

Summary of Sources of Data and Tentative Findings of the Six Author/Teachers in the Nine Curricula Presented

Title of Minipac	Teacher	Partici-pants	Lessons	Description of Test, Observation, or Questionnaire Used to Collect Data	Results	Boys' Behavior Observed Outside of Class(gen.)	Activity Related To Minipac Skills Observed Outside of Class Sessions
Being Praised	Teacher A	4	5	Number of questions answered correctly in subject	10 questions, repeated in 5 sessions Day 1= 50% Day 5 = 95%	Yes (low)	
	Teacher B	5	2	On/off topic behavior On/off task behavior	2 boys met 80% criteria	Not observed	One boy completed a self-observation contract
	Teacher C	7	3	Boy's praise of another boy outside of class		Yes	5 of 7 boys praised one another consistently two times per day over a period of observati (not signifi-cant)
Being Influenced	Teacher D	13	3	On/off task behavior Individual influence diagram	10 boys on-task 90%+ 3/3 boys motivated to complete the diagrams	Yes (minimal)	Anecdotal notes
	Teacher E	3	2	Individual influence Diagram Worksheets	3/3 worksheets completed 3/3 diagrams completed	Inconclusive	Inconclusive
Feeling Dumb	Teacher D	14	3	Situations:should/ shouldn't feel dumb 4 self-assessment tasks Off/on task behavior	3/3 boys made correct decision 1/1 boy completed 9 boys on-task at 80% level-(first session) 13 boys on-task at 80% level (second session)	Yes	Anecdotal notes
	Teacher E	4	2	Situation Identification Sheets	Lesson 1: 4 boys completed Lesson 2: 3/4 boys correctly identified 6/8 situations	Yes	2 boys filled out sheets outside of the group
Being Helped	Teacher F	6 4 4	4	Pretest: Finding Key Ideas Field Trip to local Shopping Center Self-Assessment Book Exercise 1	Pretest: 5 boys/ 0 answers Posttest: 5 boys/1 key idea each Boys found "help" task assisting clerk mount a "Legs Panty Hose" display rack 4 boys averaged 9/10 correct respo.	Yes	1 boy completed Search Booklet out of class
Needs and Desires	Teacher D	14	2	Teacher made Booklet on Needs & Desires On/off task	8/9 boys completed to criterion the discrimination between needs and desires 11 boys met 90% criterion in each class	Yes	Powerful short-term effects of new vocabulary picked up on the part of 3 boys

Five of the lessons led to some work being done outside of class by students. A total of 12 students participated in out-of-class contracts.

Apart from the contracts done outside of class by boys generalization outside of class was noted in only a few cases, and some of these situations were picked up in anecdotal notes.

Teacher D noted the influence of the *Being Influenced* Minipac lessons on one boy in her cottage. "on one occasion, I found it useful to refer back to the class when I was working with one of the boys. The boy has a reputation for not coming back to Spaulding Youth Center after he visits home. His peers have been reinforcing him for this. This boy had to go home for a few days. Before he had the opportunity to tell his friends he was leaving, I proposed the idea of keeping it a secret so that they wouldn't influence his behavior. He agreed to the experiment and returned on time two days later. There were many factors as to why he returned on time but the influence experiment may have helped."

On another occasion when during the *Feeling Dumb* Minipac, one teacher noted, "Three days after the *Feeling Dumb* class, the boys were comparing school scores. One boy referred back to the class and said he did the best he could on the tests and that he shouldn't feel dumb. This remark came from a boy who generally had difficulties grasping material in class and tremendous difficulty in controlling his competitiveness."

Impressions about Specific Minipacs from the Minipac Users:

1. *Being Praised:* Teacher A. "My results indicate that the Minipac used was a good tool in helping 12 to 14 year-old boys learn the concept of praise. However, modification did have to be made.

"Evaluation: All four boys have mentioned to me in outside discussion, 'Hey, you just praised me,' or 'I praised him just now, didn't I?' They felt important and mature about being able to understand and deal with praise as they see it.

"The small group enabled much one-to-one work which the boys find reinforcing. They all listened and were listened to. That makes them feel worth something and makes learning fun rather than a chore.

"I feel that the boys have really learned something applicable to their daily lives. Using the concept of praise each day and being aware of what they feel, getting in touch with themselves, is the most valuable lesson I feel they have learned.

"I like the Minipac idea in a small group session. It made the evenings not only learning experiences but pleasurable and productive."

2. *Being Praised:* Teacher B. "The class did seem beneficial in that it forced kids and instructor to look at praise, its underlying values, important people in our lives, how praise is delivered, and how praise affects our behavior. The kids were able to communicate their feelings about praise and people who praise them. Generally, at this Center, it is felt that praise is important to use in shaping kids'

positive behaviors; the higher the rate, the better the change. It became clear that most of the older, more 'together' kids placed more value on one, well-timed praise than on a hundred of the typical 'Gee, you look swell today.' type praises.

"The classes were of personal importance to the instructor. His praising was more discrete and attempts are being made at making it less typical in nature. It made him more aware of his own value system so that he can now say things like 'Bob, I'm glad to see that you're dressing neatly...it tells me that you like yourself more.'

"Although the class was weak on showing if there was any change, subjectively the instructor feels closer to 'where the kids are at' and in their own way, they've become closer to him."

3. *Being Praised:* Teacher C. "In sum, my curriculum was much too broad. A single Minipac has enough material for five to ten lessons when taught to a young population as was the case here. A good indicator of the functional level of the boys involved is that none of them knew what the word 'praise' meant, although they understood it once I defined it.

"The most valuable parts of the Minipac on *Being Praised* were the suggestions to use a tape (make a praise tape), and rate praise statements (either for quality or sincerity). The brief tape made by the class is enclosed. It is noteworthy that it was the fourth recording.

"As with most every social skills class, the boys did return to the cottage after class, repeating a few praise statements with enthusiasm. The individual contracts were set up with this same enthusiasm. The boys were earning everything from kites to radioes selected by them. They needed to meet a certain frequency of praise statements during a week's period. The individual criterion levels were set on the basis of previous social skills earning contracts. But the criterion levels were too high for the behavior of praising. The data shows that somewhere between 10 and 15 might have been a better criterion. (Of course, if the curriculum had been taught in smaller steps over many weeks, the criterion may have been met towards the end of the curriculum.)

"Another reason for lack of generalization may have been the absence of proper stimuli for praising behavior. For example, the meal table serves as a stimulus for polite eating, but the only stimuli for praising were the situations we role played in class, and my verbal cues to individual boys in the form of 'How are you doing on your praising?'.

"The overall effect of the curriculum was a temporary increase in the rate of praise statements. This is subjective data, as no baseline data was taken. However, in my 16 months of work with this population, I can remember few, if any, instances of praising peers. Peer provocations, as recorded daily, showed no decrease during or after the two curriculums. Even if a decrease was evident, however, this would not be reliable data as there are many variables affecting this measure. The temporary increase was most likely due to the curriculum. There was an initial enthusiasm for earning the chosen reinforcer which faded

over time (probably as the learners realized the impossibility of their task). But the data does show that praising did occur during the week.

"The Minipac curriculum could serve as one of several resources for social skills in the cottage. It is definitely geared towards a young adolescent population, however. Its greatest value as a resource seems to be the ideas it offers, many of which could be developed into curriculums themselves. I would have preferred that the Minipacs be connected to one another more in content than in style."

4. *Being Influenced:* Teacher D. "I felt that this was a needed subject for the boys. But I could not find concrete demonstrations suggested by the Minipacs. One of the weaknesses of my first lesson was that it was totally discussion, no role plays or games. The boys were not too enthusiastic about the topic. In between the first and second lessons, I did some individual work with a few boys. They each filled out a diagram similar to the one used in the first class. We then individually discussed each influence and attempted to differentiate between strong and weak influences and good and bad influence. I was very pleased with the boys' results. The second class was also more pleasing. The boys were enthusiastic about filling out the *Being Influenced* diagrams even though they often complained in order to avoid doing written work. I did not hear any complaints about filling out the diagrams. The boys had difficulty saying what influence means, but their answers on the diagrams attested to the fact that they understood the concept. The finished diagrams provided insight into the boys and their seeing each others' influence on them.

"If the Minipac had been limited solely to the Key Ideas Book and maybe one Activities Book designing a curriculum based on it, it would not have appeared to be such an awesome task."

5. *Being Influenced:* Teacher E. No direct comments about the Minipac itself. The teacher made use of ideas gleaned from the Minipac to work up his own curriculum (influence from people and the environment, external and internal influenced, good and bad influenced).

6. *Feeling Dumb:* Teacher D. "I found the Key Idea Sheet to be very useful. I incorporated several Key Ideas into the class. The Key Ideas Booklet was useful in exploring the theme of *Feeling Dumb* but I had to make major modifications. I thought the *Feeling Dumb* was an attractive idea but the examples weren't relevant to our population. I could have adapted it by changing the situations on the cards, but I didn't attempt it, because I found other material to take higher priority. With the exception of some of the Self-Assessment Books, the rest of the material proved too difficult to work with. The concepts seemed too vague to teach to this population, and examples didn't seem relevant.

"When I approach writing or using a curriculum, I attempt to teach a new skill. In the first class, I concentrated on the skill of analyzing a 'feeling dumb' situation. I taught guidelines, and the skill was easy for them to master. I used this method because with my population, they seem to retain longer if they have something concrete to refer back to. I spent about four hours sketching possibilities for the second

class. After that period of time, I settled for teaching the boys in constructive response. This was the most concrete skill I could pull from the Minipac. In retrospect, I think this was too difficult a skill for these boys to master. A week after the class, I asked some of the boys what we had done the previous week, and they were not able to remember. This is unusual.

"I spent about 12 hours total preparing for the two classes. This is almost double what I normally spend. One factor in the increased time was that I wanted to do a good job in testing the Minipac, but I don't think this was the main factor. A large part is that the material is very sophisticated. I felt it was so subtle and sophisticated that it would only be a highly motivated person that would work through a Minipac, retain, and apply the knowledge. It is the retention and application of concepts that I am most concerned with in my age group. Although I personally found the *Feeling Dumb* Minipac to be interesting, few parts of it were memorable and it did not affect my own personal behavior.

"A strength of the *Feeling Dumb* Minipac is that the subject matter applies to a wide range of people. The topic was very relevant for my class. I doubt if I would have ever had thought to work with the subject if it had not been for this curriculum."

7. *Feeling Dumb:* Teacher E. "Using the Minipacs as a resource, I designed a grasshopper game (straight out of the tape) which required that each boy respond with a rationale for feeling dumb in a given situation. A 'feeling dumb' skit was enacted by two boys, after which directed discussion elicited several personal examples from the boys. Through a structure provided by 'Situation Identification Sheets,' the boys investigated intensity of feeling, their usual reaction, and the opinions of the other boys. The resulting immediate feedback was of interest to the boys, and I think it was a dynamic learning experience for all."

8. *Being Helped:* Teacher F. "In this package, I used the Minipac tape. The music was great; enjoyed by all the boys. The Key Ideas Sheets and Booklets were used. These proved to be quite successful, especially the illustrations and cartoons which alone provided enough stimuli for learning and having fun. More of this please."

9. *Needs and Desires:* Teacher D. "It is too early to tell if there is any long lasting effect from *Needs and Desires* classes, but I have seen some very positive short term effects from the class. I worked individually with three boys. I found that given the vocabulary they learned in class, we were better able to communicate about some very important subjects. Hearing their answers in class has given me a great deal of knowledge about them. Identifying their needs and desires appears to have beneficial effect on at least one of these boys. This boy had been very ambivalent about certain needs and desires and judging from his behavior in a few discussions, he seems to have a clearer idea of what he wants."

General Impressions:

Teacher D: "My reaction to the Minipacs is a very mixed one. I was pleased with the final results of my classes but the amount of time needed to prepare the classes from the Minipacs was excessive. In both sets of Minipacs, *Feeling Dumb* and *Needs and Desires*, my preparation time ran roughly double to what it normally does.

"When I first received the Minipac, I spent about three hours looking them over and perhaps two to three more before a lesson plan took shape. If I hadn't contracted to evaluate them, I would have given up after the first hour and a half. The main problem I had with them was that there are just a few clear-cut functional concepts in each Minipac. The Key Ideas Sheets were very useful as well as parts of the Key Ideas Booklets. I felt that the rest just rambled on.

"I found the topics explored to be very relevant to this population. I was initially hesitant to try such sensitive topics with this group, but I am very glad that I did. If I was planning classes for a new group of boys, I would make use of these topics again.

"The boys' participation in the Minipac classes revealed some very interesting information about themselves. I felt that I had gained more knowledge about these boys in the four Minipac classes than in any other four social skills classes.

"I would like to see a radical change made with the Minipacs because they are not very useful in their present form. The value lies in the topics and the Key Ideas Sheets. My suggestion would be to produce small Minipacs that contained a Key Ideas Sheet and one concise booklet (along the lines of the Key Ideas Booklet but including a few suggestions as to how to present this material in class). The emphasis could be in offering many interesting topics with concise key ideas as opposed to doing a vague rambling set of booklets on one topic."

Teacher F, Program Coordinator and the Project Director: "The five Minipacs used by our curriculum people provided a very useful stimulus. None of the social skills group had touched on any of these subjects with their classes, and were skeptical at first that these subjects were relevant to these students. Once they worked on their own curricula and found the students lacking in awareness in these seemingly simple concepts, they found that there was a whole new bag of learning for everyone. The results has been a new interest in social skills curriculum and an interest in returning to Minipacs once they have completed the sex education sequence that they are presently working on with students.

"The Minipac materials were presented in such a way that they did not cause the teachers to come up with stereotyped curricula. Each curriculum was an original piece, stressing different aspects of the topics, which the curriculum writers strived to individualize to meet the needs of their particular cottage groups.

"The results are a richness of medium. Some people enjoyed the tapes, some enjoyed the games, some enjoyed the ideas that they were forced to think about."

SUMMARY OF RELEVANT EXPLORATIONS IN ACTIVE LEARNING (REAL) USERS' REVIEW AND CASE STUDY

Improving Teaching Competencies Program

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CONTENTS

PREFACE	v
INTRODUCTION	1
USERS' REVIEW	3
Subjects	3
Strengths and Weaknesses	4
Recommended Purchases	6
User Goals	7
CASE STUDY	9

PREFACE

This publication is one of a series of summary evaluation reports issued by the Northwest Regional Educational Laboratory to document evaluation findings for selected products. The subject of this report is *Relevant Explorations in Active Learning (REAL)*, an instructional resource developed in the Improving Teaching Competencies Program.

This report summarizes the data collected about the use of *REAL* in terms of strengths and weaknesses of the materials. It also focuses on the effects of *REAL* participation on students and adults. The information includes perceptions of potential users concerning audiences as well as the strengths and weaknesses of *REAL* and summarizes how *REAL* was used at a residential center for boys.

Lawrence D. Fish

Lawrence D. Fish
Executive Director

INTRODUCTION

The following is a summary of the *Relevant Explorations in Active Learning (REAL) Users' Review and Case Study*[1] prepared by the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL). The reader is referred to the full technical report for details of the sampling procedures, instrumentation and data analysis procedures used in these studies.

Relevant Explorations in Active Learning (REAL) was one of several instructional systems developed for mass distribution by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. Fourteen learning packages called Minipacs were developed. A Minipac contained information about a specific "psycho-social" topic and provided a variety of learning experiences and self-evaluation opportunities related to the topic. According to the developers, each Minipac was aimed at helping the participant understand and know what the self was becoming.

The Minipacs were titled: "Feeling Dumb," "Getting the Meaning of the Message," "Keeping Track of Time," "Being Influenced," "Being Helped," "Being Praised," "Identifying My Needs and Desires," "Why Learn Anything?" "Keeping Open to Learning," "Learning on Your Own," "Letting Someone Teach You," "Strategies for Learning," "Knowing Your Own Learning Style" and "Learning by Confrontations."

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[1] Cutting, P. J. and S. B. Hiscox. *Relevant Explorations in Active Learning (REAL) Users' Review and Case Study*. Portland, Oregon: Northwest Regional Educational Laboratory, Improving Teaching Competencies Program. 1976

There were four versions of each Minipac: student individual, student group, adult individual and adult group. The Minipacs contained the following components: Directions Booklet, Key Ideas Booklet, Key Ideas Sheet, audiotape cassette and Search Booklets. In addition, a resource manual for all of the Minipacs was developed.[2]

REAL was developed for use by high school students and by elementary and secondary school educational staff, including teachers, administrators, counselors, and paraprofessionals. Student versions were designed to form part of a classroom curriculum or to act as counseling or guidance materials. For staff, *REAL* was intended as a resource for inservice workshops or individual exploration.

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[2]The audiotape cassette and the resource manual will not be available for purchase.

USERS' REVIEW

The users' review focused on perceptions of potential consumers about how they would use the *REAL* materials.

SUBJECTS

Six groups of subjects from three sites (Portland, Oregon; Salt Lake City, Utah; and Honolulu, Hawaii) were solicited to participate in the review of *REAL*. From each of the three sites, principals or someone concerned with staff development were asked to review the adult Minipacs. The student versions were reviewed, at each site, by teachers and counselors in secondary schools.

Potential participants for each site were randomly selected from a listing of public school principals, secondary teachers and counselors. Since Honolulu has a number of private schools, principals and counselors from the private schools were included in the sample (a listing of private school teachers was not available). Letters requesting persons to participate in the review were sent to 30 principals as well as to 70 teachers and counselors (combined) at each site. The letter sent to school personnel in Portland, the first review site, originally promised all fourteen Minipacs but no honorarium for reviewers' participation. Due to the inadequate number of people agreeing to review *REAL*, however, it was decided to offer the Portland participants the $30.00 honorarium plus seven Minipacs. The potential reviewers were notified by telephone of the change. An additional ten names from each group (teachers, counselors and principals) were randomly selected and asked to participate. Reviewers at Salt Lake and Honolulu were initially offered an honorarium of $30.00 plus seven Minipacs.

The Portland review, held at NWREL on September 13, 1975, involved eleven reviewers of the student materials and eight reviewers of the adult version. The Salt Lake City review, held in a motel conference room on September 27, 1975, included fourteen reviewers of the student Minipacs and ten reviewers of the adult materials. Twenty-four persons examined the student materials, and seven reviewed the adult materials in the review held October 4, 1975, in a Honolulu hotel conference room.

Reviewers of both versions (student and adult) of the Minipacs were asked to comment on the readability of the materials. Overall, the reviewers found the materials "generally easy to read and understand." However, the adult version was rated more readable than the student version. The most frequently listed criticism of the materials referred to the vocabulary and jargon in the text. Seven adult version reviewers and sixteen student version reviewers listed this criticism. The evaluators recommended the student version of *REAL* receive considerable text editing before final production to eliminate the jargon as well as difficult vocabulary and to clarify the directions.

STRENGTHS AND WEAKNESSES

Reviewers were asked on the review questionnaire to evaluate the system's strengths and weaknesses in the following areas:

1. Appropriateness of content for students and staff
2. Amount of interest to students and staff
3. Material's structure and format
4. Probable effects on students and staff

Reviewers of the adult version indicated that the content was appropriate, good and well organized although the generality of the content and the time required to complete *REAL* were each indicated as

weaknesses by two of the reviewers. For the student version, the most frequently listed strength was that the system was realistic and relevant. Among the weaknesses listed were: it was too structured, it was better for older students--senior or posthigh school--and some Minipacs were too elementary for high school. Other Minipacs were deemed too intellectual.

Reviewers of the adult Minipacs indicated strengths in terms of their high interest to staff members and the amount of "human interest." Other reviewers felt that Minipacs were weak in terms of interest because too much depended on the perceived need of the learner. The student version reviewers commented on the strengths of Minipacs in that the materials were of very high interest and were relevant and needed. Reviewers commented on weaknesses of the system in terms of interest: the Minipacs took too long to complete, some of the titles were too academic and uninteresting, and the materials were too difficult for slower students.

Reviewers comments on the adult Minipacs indicated the structure was good and the materials were easy to follow; comments about weaknesses in structure of the adult Minipacs included suggestions that the materials be combined into one volume or that the materials form two volumes: individual and group. For the student version, the listed strengths of the structure included the inclusiveness and planning of the materials and the clarity of instructions. The perceived weaknesses of the student version's structure included: the number of packets, the number of "consumables" and unclarity of directions.

Adult version reviewers commenting on the strengths of the probable effects of the system felt that Minipacs helped to develop insights into one's own and other's feelings. However, reviewers saw the materials as

requiring a high degree of self-motivation. For the student version, the majority of the comments dealing with probable effects concerned students' personal growth and their increased social and self-awareness. Perceived weaknesses were centered on the need for more indepth materials, the need for some kind of followup and the possibility that system may turn off low achievers.

Regarding the resource manual, ten of the adult reviewers indicated the manual was useful or very inclusive; nine reviewers saw it as the "poorest part of the program" and "redundant and tedious to read." Similar strengths and weaknesses were listed by the reviewers of the student version. Eleven student version reviewers listed a strength of the manual and twenty-three listed a weakness.

RECOMMENDED PURCHASES

Reviewers of both versions were asked whether they would recommend purchase of at least one Minipac. All but one adult version reviewer would recommend purchase of a Minipac. The characteristics of *REAL* that most frequently led reviewers to recommend their purchase were: the emphasis upon self-awareness, the flexibility in the use of *REAL* as a resource, the choice between group or individual learning and the emphasis upon psycho-social concepts encountered daily.

The most frequently recommended Minipac was "Feeling Dumb." Other highly recommended Minipacs were: "Being Influenced," "Learning by Confrontations" and "Identifying My Needs and Desires." The component least frequently recommended for purchase was the resource manual.

Reviewers were asked to specify the quantity of each Minipac component they would recommend for purchase at prices designated in the questionnaire. In general, reviewers indicated that they would purchase

larger quantities of Minipac components at the lower price ranges. The evaluators recommended that the Minipacs be sold separately rather than as complete sets and that the prices for the Minipacs should be as low as possible.

The majority of the adult version reviewers would use *REAL* with all staff members. Likewise, the majority of the student version reviewers would use *REAL* with all students.

USER GOALS

Reviewers were given a list of possible goals for the use of *REAL*. Most of the reviewers indicated that they would use *REAL* to create self-awareness among students and staff, to help students and staff examine the way they act with others and (for the student version) to help students take responsibility for their own learning.

Participants were asked whether there was a specific goal for their class or staff development program that *REAL* might help to meet. Creating self-awareness among students and staff was the most frequently mentioned goal *REAL* might help to meet. Group discussion was the most often recommended means of incorporating *REAL* into staff development programs and classroom work.

CASE STUDY

In April 1975, NWREL contracted with the Spaulding Youth Center of Tilton, New Hampshire, a residential private treatment center for boys between the ages of 8 and 14, for the use of *REAL* Set I Minipacs. The Center agreed to use *REAL* in social skills classes presented in the residential cottages at the center. Minipacs were informally presented to nine cottage teachers. A cash bonus incentive was offered to teachers using Minipacs and six of the nine teachers chose to use them. These teachers reviewed several Minipacs, then chose Minipacs to use in a social skills class. The Minipacs formed the basis for the class and were modified as necessary.

The Minipacs used in the classes were: "Being Praised" (3 teachers), "Feeling Dumb" (2 teachers), "Being Influenced" (2 teachers), "Identifying My Needs and Desires" (1 teacher) and "Being Helped" (1 teacher). The selection of Minipacs was based upon the teacher's analysis of the boys' psychological needs and/or the Minipac's content, which hopefully would help alleviate problems in working with the boys.

Teachers generally used selected parts of the Minipacs. Key Ideas Booklets were used in teaching eight of the nine Minipacs. Key Ideas Sheets, Search Booklets and audiotapes were used next most often. Games were used for five of the nine Minipacs. Directions for Group Use were not used.

Teachers' reactions to the Minipacs were somewhat mixed. Most teachers felt the classes had gone very well and that both they and the students had learned from the lessons. Some teachers, however, were not as happy with their use, noting problems in their presentation of the

material or the task. Most teachers felt the Minipac ideas were worthwhile and relevant. At the same time they reported being overwhelmed by the number of suggested activities and a need for more time than usual to develop lessons based on the Minipacs.

Observations of the boys in a limited number of classes indicated a high degree of ontask behavior. Observations of boys outside of class did not show lasting observable effects of the class. Several teachers reported anecdotal information, however, which reflected the Minipac topics. Several teachers also reported personal feelings that the classes had affected some boys.